

SCHOOL REPORT CARD

2004-2005

-Commonwealth of Kentucky-

Buckner Elementary School

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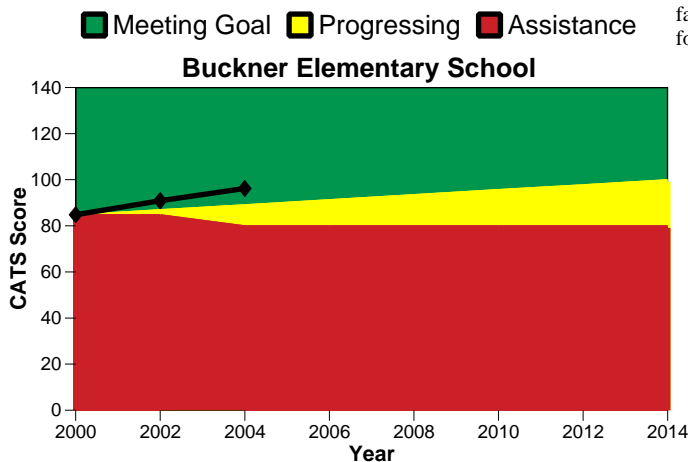


Dear Parents/Guardians:

Here is our school's report card for the 2004-2005 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

The School Growth Chart:

To see how we're performing, please take a moment to examine our growth chart. This chart starts with our school's baseline CATS score from 2000. We've drawn a goal line from that starting point to our goal of 100 in 2014. Every two years a new index point will be marked on the chart to show whether we are meeting our goal and earning rewards, progressing but short of our goal, or falling far short of our goal and eligible for state assistance. Over time, these points will form a performance trend line for our school.



Year	Goal Line	Assistance Line	Index
2000	83.9		84.8
2002	86.1	79.1	90.9
2004	88.2	79.1	96.2
2006	90.4	79.1	
2008	92.6	79.1	
2010	94.8	79.1	
2012	96.9	79.1	
2014	99.1	79.1	
Standard Error: 0.9			

About Our School

Buckner Elementary School opened its doors on August 23, 1998. The faculty and administration at Buckner Elementary School believe that our goal is to develop literate, productive, responsible American citizens who retain curiosity and a love of learning. We acknowledge that Buckner Elementary School should help foster an understanding of the individual's responsibility to self and others. We strive to help our children develop into responsible, life-long learners. We accomplish our goals with the help of an experienced professional staff and strong parental support. Our instructional program provides opportunities to develop each child's emotional and physical skills as well as his or her academic abilities. Therefore, we provide a rigorous academic program in a secure and nurturing environment.

How Our School Ensures Educational Equity

The faculty and staff of BES strive to ensure educational equity for our students. An 'Individual Learning Goals' plan is developed for every student at BES that highlights academic strengths, areas of concern, and goals for the year. The plans include social growth goals as well as home goals. Students identified for special education services have individualized education plans (IEPs) developed to meet their targeted needs. Individual learning plans (ILPs) are developed for students qualifying for services as 'gifted and talented.' Teachers use a variety of assessments to continually monitor academic progress, design lessons according to student needs, and implement differentiated instruction to match those needs.

School Enrollment (end of year membership 2004-2005): 674

How Our Students Perform

Kentucky uses the Commonwealth Accountability Testing System (CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CTBS/5), and other measures of the school's performance, including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period.

Kentucky Core Content Tests

Kentucky's tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. The state goal for all schools is 100 by the year 2014. This chart compares our school's performance with all the schools in our district and all the schools in Kentucky.

KCCT Test	Novice			Apprentice			Proficient/Distinguished			Academic Index		
	School	District	State	School	District	State	School	District	State	School	District	State
Reading 4th	2%	4%	11%	16%	12%	22%	82%	83%	68%	96.3	99.1	87.1
Science 4th	0%	2%	6%	25%	23%	40%	75%	75%	54%	102.8	102.9	87.6
Writing 4th	6%	4%	8%	29%	37%	48%	65%	59%	43%	83.5	83.2	74.9
Mathematics 5th	8%	10%	25%	14%	19%	30%	79%	72%	45%	101.8	96.5	74.4
Social Studies 5th	3%	8%	21%	18%	18%	27%	79%	74%	53%	100	97.6	79.3
Arts & Humanities 5th	9%	15%	30%	34%	33%	37%	56%	52%	32%	87.7	82.7	62.8
PL/VS 5th	3%	7%	14%	19%	18%	23%	78%	75%	63%	97.4	97.1	84.9

The goal is that by 2014 nearly all students will score proficient or distinguished.

National Norm Referenced Test

The national norm referenced test used in Kentucky, the CTBS/5, measures the basic skills of our students while allowing us to compare their performance with national benchmarks established in 1996. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)	School	District	State	Nation
End of Primary (EOP) Reading	74%ile	75%ile	65%ile	50%ile
EOP Language Arts	64%ile	71%ile	62%ile	50%ile
EOP Mathematics	80%ile	77%ile	67%ile	50%ile

Other Measures

The final component of CATS is our school's performance in Attendance, Retention, Dropout, Graduation and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2003-2004 school year.

	Attendance Rate	Retention Rate
School	96.7%	0%
District	96%	0.9%
State	94.3%	3.3%

State Contest Results: Academic/Speech, Band, Chorus, and Orchestra

2002 and 2004 Kentucky Pacesetter School (Top 5 On achievement on the State Assessment Program)

Teacher Qualifications

This chart shows the level of teacher certification, continuing education, and classroom experience of our teachers. These numbers do not include our administrators, guidance counselors, or library media specialists. Please bear in mind that teachers may be fully certified and yet not possess a formal major or minor in the subjects they are teaching. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

	Sch.	Dist.	State
% of Classes Taught by Teachers Certified for Subject and Grade Level	100%	100%	NA
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	98%	NA
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Teachers with a Masters Degree or Greater or the Equivalent	60%	79%	78%
Average Years of Teaching Experience	8.8	11.4	11.8

Our Learning Environment

School Safety

Here's what we are doing to make our school safe for our students.

	Yes	No
Visitors are Required to Sign In	X	
All Parents received the District Discipline Code	X	
% of Classrooms with Telephone Access to Outside Lines	100%	

Procedures in Place in Our School for Drug and Weapons Detection

Oldham County Board of Education policy 9027.01: Students shall not deposit, possess, carry, transfer, or cause to be brought to school any deadly weapon or object made to look like a weapon. Any object may be removed from students when a teacher has reason to believe that it may be used in an unauthorized manner to cause harm to person or property. O.C.B.E. policy 9085: No pupil shall possess, use, consume, sell, or be under the influence of any alcohol, controlled substance, any substance that looks like a controlled substance, any unauthorized prescription drug, over the counter drug, or any drug paraphernalia. A Crisis Prevention procedure is in place at BES. All teachers have been trained in emergency procedures and have a copy of the Safe Schools Plan which delineates responsibility for staff should an emergency arise. All students receive instruction in drug and alcohol abuse resistance and prevention. The staff is trained in monitoring and security procedures.

Violation	Number of Reported Incidents	Number of Students Suspended for This	Number of Students Expelled for This
1st degree Assault	0	0	0
Drug Abuse Violations	0	0	0
Weapons Violations	0	0	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student/Computer Ratio	% of Classrooms with at Least One KETS Workstation with Internet Access
Our School	\$4468	18:1	9.4:1	100%
District	\$2168	17:1	5.5:1	100%
State	\$8663	16:1	3.7:1	100%

How We Use Technology to Teach

Buckner Elementary School has a networked instructional computer system in all classrooms with access to internet resources and a full range of research and instructional tools that meet state and national standards. Instruction is provided to all students on variety of applications including word processing, spreadsheets, keyboarding skills, on-line research software, and presentation software. The Media Center features computerized circulation and card catalog. Each classroom is equipped with three or more networked computers. Additionally, a sixteen-computer mini-lab in the library is available for individual and class use. The Dukane Smart System Informational Delivery System provides integration of video, laser disc, DVD, and educational television to each classroom.

Parental Involvement

	# of Students Whose Parent/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	674	60	10	6802

Extracurricular Activities

4th and 5th grade intramural basketball, cheerleading, and cross-country; 4th and 5th grade Performing Arts Club (chorus and drama); 3rd 5th grade Student Council; 4th and 5th grade Environmental Club; 4th and 5th grade Governors Cup/Academic Team; 4th and 5th grade Newscast Team; 5th grade Technology Leaders, 3rd - 5th grade Chess Club. An after-school childcare program is available to students in kindergarten through 5th grade.

Awards and Recognition

Lisa Cheek, Principal: 1997 Ashland Oil Golden Apple Achiever Award, 1995 WHAS ExCEL Award; Angelica Fotos, Fourth Grade Teacher: National Board Certified Teacher; Debbie Sullivan, National Board Certified Teacher Early Primary Teacher: 2003 Ashland Inc. Teacher Achievement Award, 2000 WHAS ExCEL Award, 1999 Ashland Oil Golden Apple Achiever Award; Margie Brodt, Fourth Grade Teacher: 1995 Golden Apple Achiever Award; Ann Casebier, Early Primary Teacher: 1992 Ashland Oil Golden Apple Achiever Award, 1992 National Federation of Independent Business Award for Excellence in Economics Education; Buckner Elementary School: 1999 Architectural Award of Excellence in Interior Design from American Schools and Universities, 1999 American General Contractors of Kentucky Building Award for Outstanding Public Building.

What We Are Doing To Improve

The Buckner Elementary School Comprehensive School Improvement Plan outlines specific needs, goals, objectives, and activities to support continual improvement in student achievement. The current action plan focuses on three main areas: Curriculum, Equity/Achievement Gap, and Writing. The activities in the Curriculum action plan center on enhancing student performance in reading, mathematics, social studies, science and arts & humanities through the integration of problem solving activities in all curricular areas, the analysis of student work products to improve instruction, revision of the current school curriculum alignment, and development and refinement of units of study. The Equity/Achievement Gap action plan supports the improvement of differentiated instructional strategies to better meet the individual learning needs of students and strengthening the support provided to at-risk students and students identified gifted and talented. Effective collaboration is the focus for developing and implementing meaningful instruction for students with special needs. The Writing action plan provides a school-wide approach to writing that includes implementation of writers workshop, along with strategies and methods to address instruction in writing to learn, writing to demonstrate learning, authentic writing activities. Teachers, administrators, and parents are members of the Comprehensive School Improvement Planning Committee and the School Based Decision-Making Council. These school representatives work together to develop, implement, and monitor strategies that are focused on the continual improvement of student achievement.

How to Get More Information

Call, e-mail, fax or write to our principal at the number and address on the top of this School Report Card. You may contact your School Council Members at the numbers below. Visit our main office and ask for the Expanded School Report Card that contains a variety of information including Kentucky Core Content Test data and CTBS/5 national norm referenced test data disaggregated by gender, ethnicity, disability and other criteria. This disaggregated data is available to you at no cost. The remainder of the Expanded School Report Card may be free or provided at cost of copying.

Member’s Name	Phone	Member’s Name	Phone
Lisa Cheek	502 222 3712		
Jenny Graff	502 222 3712		
Susan Morrison	502 222 3712		
John Conway	502 222 3712		
Amy Babey	502 222 3712		
Bobbie Smith	502 222 3712		

Our school does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.



TO THE PARENTS OF:

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